

Application: East Harlem Scholars Academy II Charter School

Max Turner - mturner@eastharlemscholars.org
Annual Reports

Summary

ID: 0000000308

Status: Annual Report Submission

Entry 1 School Info and Cover Page

Completed Jul 31 2020

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II 310400861046

a1. Popular School Name

East Harlem Scholars Academy II

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 4 - MANHATTAN

d. DATE OF INITIAL CHARTER

10/2012

e. DATE FIRST OPENED FOR INSTRUCTION

8/2013

h. SCHOOL WEB ADDRESS (URL)

www.eastharlemscholars.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

450

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

453

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1573 Madison Avenue, New York, NY 10029	212-348-2518	NYC CSD 4	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Anthony Grant			agrant@eastharlem scholars.org
Operational Leader	Shanequia Nesbit			snesbit@eastharlem scholars.org
Compliance Contact	Shanequia Nesbit			snesbit@eastharlem scholars.org
Complaint Contact	Max Turner			mturner@eastharlem scholars.org
DASA Coordinator	Maggie Bender			mbender@eastharlem scholars.org
Phone Contact for After Hours Emergencies	Max Turner			mturner@eastharlem scholars.org

m1b. Is site 1 in public (co-located) space or in private space?

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	N/A	No		No		Yes

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in admissions/enrollment policy	Added a lottery preference for students in NYCHA housing and removed preference for students with IEPs	10/2019	11/2019
2				
3				
4				
5				

More revisions to add?

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

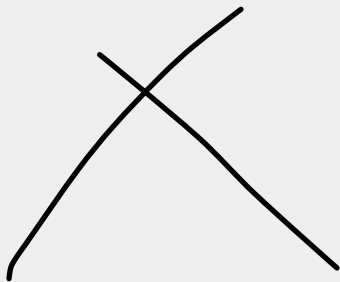
Name	Max Turner
Position	Network Director of Operations
Phone/Extension	347-853-6529
Email	mturner@eastharlemscholars.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

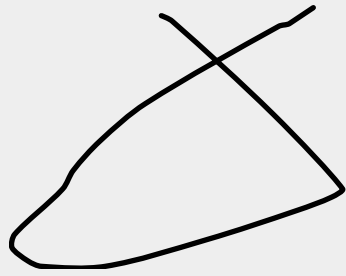
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of a large 'X' shape with a diagonal line crossing it, set against a light gray background.

Signature, President of the Board of Trustees

A handwritten signature in black ink, consisting of a large, stylized 'X' shape with a loop at the bottom left.

Date

(No response)

Thank you.



Entry 2 NYS School Report Card

Completed Jul 31 2020

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II 310400861046

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one.

Please type "URL is not available" in the space provided.)

<https://data.nysed.gov/profile.php?instid=800000076141>

Entry 3 Progress Toward Goals

Incomplete

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

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	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

Entry 7 Disclosure of Financial Interest Form

In Progress Last edited: Jul 31 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)**

- **SUNY- Authorized Charter Schools:** [Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

Wildermuth 2020 Financial Interest

Filename: Wildermuth 2020 Financial Interest jHeUAHC.pdf **Size:** 341.5 kB

Rahm

Filename: Rahm QlxE2E.pdf **Size:** 317.2 kB

Hope Knight

Filename: Hope Knight T9sYdFB.pdf **Size:** 981.7 kB

Simons Financial Interest

Filename: Simons Financial Interest bJcmKco.pdf **Size:** 376.5 kB

Entry 8 BOT Membership Table

Completed Jul 31 2020

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 8 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2019-2020 Board Member Information (Enter info for each BOT member)

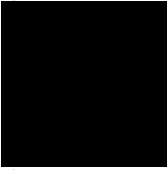
	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Carlos Morales, [REDACTED]	Secretary	Finance, Executive	Yes	4	09/01/2012	09/01/2020	5 or less
2	David Wildermuth, [REDACTED]	Trustee/Member	Finance, Executive, Fund Development, Shared Services	Yes	3	09/01/2013	09/01/2021	5 or less
3	Iris Chen, [REDACTED]	Trustee/Member	Education and Accountability	Yes	3	09/01/2013	09/01/2021	5 or less
4	Marilyn Simons, [REDACTED]	Trustee/Member	Governance	Yes	3	09/01/2014	09/01/2020	5 or less
5	Joan solotar	Trustee/Member	Governance	Yes	4	09/01/2012	09/01/2020	5 or less
	Lili		Governance,					

6	Lynton, [REDACTED]	Trustee/Member	Facilities, Education and Accountability	Yes	4	09/01/2012	09/01/2020	5 or less
7	Hope Knight, [REDACTED]	Vice Chair	Facilities, Finance, Governance	Yes	1	09/01/2017	09/01/2021	5 or less
8	Brian Gaving, [REDACTED]	Treasurer	Fund Development, shared services, executive, finance	Yes	3	09/01/2013	09/01/2021	5 or less
9	Saskia Levy Thompson, [REDACTED]	Trustee/Member	Education and Accountability, Executive	Yes	2	09/01/2015	09/01/2021	5 or less

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
10	Billy Rahm, 	Chair	Executive , Fund Development, Shared Services	Yes	1	09/01/2019	09/20/2021	5 or less
11								
12								
13								
14								
15								

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	10
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2019-2020

5

4. Number of Board meetings scheduled for 2020-2021

6

Thank you.

Entry 9 Board Meeting Minutes

Completed Jul 31 2020

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

[2019-09-24 Board Meeting Minutes - September 2019-2020\(8ZMR\)](#)
[\(EastHarlemScholaAcademCharteSchool\)](#)

Filename: 2019 09 24 Board Meeting Minutes Sep faiOIYG.pdf **Size:** 151.8 kB

[2019-11-26 Board Meeting Minutes - November 2019-2020\(YUWV\)](#)
[\(EastHarlemScholaAcademCharteSchool\)](#)

Filename: 2019 11 26 Board Meeting Minutes Nov w8Ze4oA.pdf **Size:** 148.2 kB

[2019-10-29 Board Meeting Minutes - October 2019-2020\(F7OR\)](#)
[\(EastHarlemScholaAcademCharteSchool\)](#)

Filename: 2019 10 29 Board Meeting Minutes Oct GEYAnO3.pdf **Size:** 168.7 kB

[2020-02-04 Board Meeting Minutes - February 2019-2020\(Y8NZ\)](#)
[\(EastHarlemScholaAcademCharteSchool\)](#)

Filename: 2020 02 04 Board Meeting Minutes Feb w6YqtzB.pdf **Size:** 530.5 kB

[\[\[Board Meeting Date\]\] Board Meeting Minutes - April 2019-2020\(GRCZ\)](#)
[\(EastHarlemScholaAcademCharteSchool\)](#)

Filename: Board Meeting Date Board Meeting Minut riepLQ2.pdf **Size:** 1.4 MB

Entry 10 Enrollment & Retention

Completed Jul 31 2020

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	<p>East Harlem Scholars Academy employed the following outreach strategies to meet recruitment targets for students who qualify as economically disadvantaged:</p> <ul style="list-style-type: none"> • In-person recruitment through the school's partnership Out of School Time programs with East Harlem Tutorial Program • Ensure that all recruitment events provide translation services and all written recruitment materials are translated for community members • Post translated flyers and notices in local supermarkets, communities of faith, community centers and apartment complexes • Provide tours of school to East Harlem community members and host community events • Provide applications to the school's Committee on Special Education • Strong word-of-mouth 	<p>We will continue successful efforts that we've already started an look to build up our relationships with and presence in NYCHA communities in East Harlem. Additionally, we will continue to make services like our grab and go meals during the pandemic, available to the broader public in East Harlem.</p>

	<p>recommendations through families of current students and community partners</p> <ul style="list-style-type: none"> • Post application through online Common Charter Application • Engage in community-based projects in collaboration with local artists of East Harlem 	
English Language Learners/Multilingual Learners	<p>East Harlem Scholars Academy's lottery includes a preference for MLL students. In addition, the following strategies were used to recruit English Language Learners:</p> <ul style="list-style-type: none"> • All recruitment and outreach materials include translations • All recruitment and community events hosted by the school provide translation services • All community events hosted by East Harlem Tutorial Program provide translation services • Lottery provides preference to siblings; special services coordinators and ELL educators target outreach to families with siblings • Leverage relationships with local community-based organizations and businesses that service bilingual residents 	<p>In addition to the work we are currently doing, we have invested in new technology, including video subtitle services to ensure all materials and promotions reach families in the language they're most comfortable with.</p>

Students with Disabilities	<p>Update the East Harlem Scholars Academy website with recent updates about increased Special Education services and student achievement data of students with IEPs</p> <ul style="list-style-type: none"> • Provide translated recruitment materials that highlight the school's Collaborative Team Teaching model and ICT classes in each grade level • Include in recruitment materials East Harlem Scholars Academies' commitment to implementing restorative justice practices and social-emotional learning to include and serve students at a variety of developmental stages 	<p>In addition to our current efforts, we've invested in two new network leadership positions who will help both current students and new and interested families learn what services are available for their students.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	<p>To serve the needs of economically disadvantaged students, we provide:</p> <ul style="list-style-type: none"> • Free breakfast and lunch for all students • Full day Pre-K classes with a record of success (students who attend our Pre-K program perform higher on 	

Economically Disadvantaged

average in Kindergarten literacy skills)

- Culturally relevant curriculum that reflects topics relevant to East Harlem, as well as guides our students to identify as global citizens
- Restorative practices promote positive community amongst peers and result in low suspension/exclusion rates
- Daily absence/tardy outreach conducted by Culture Support Team and social workers;

chronic absences and/or tardiness flagged for social work team to offer support to families

- Two social workers on staff to support families' and students' needs
- Strong partnerships with community-based organizations and social services; provide office space for organizations that provide mental health and counseling services
- Family Leadership Council serves as a vehicle to encourage family participation and actively engage in decision-making processes
- Rigorous coaching and evaluation process to ensure teacher quality for all students
- Collaborative Co-Teaching

In addition to our current efforts, we will be expanding technology access at no cost to families in need to ensure they are all able to participate in blended and online learning. We'll also continue free meal service on all days we are not in session in person.

	<p>model creates strong student-to-teacher ratio and provides opportunities for strong relationships and targeted instruction</p> <ul style="list-style-type: none"> • After-school programs through East Harlem Tutorial Program offered to East Harlem Scholars Academy students after school and in summer 	
English Language Learners/Multilingual Learners	<p>Learners, we provide:</p> <ul style="list-style-type: none"> • Intensive early identification process for students to ensure immediate access to language development supports • English Language Learner (ELL) department consisting of ELL coordinator and ELL specialist track student progress in listening, speaking, reading and writing ELL department educators have certification and attend ELL-specific professional development workshops throughout the year • ELL specialist provides inclusion support to students in classrooms • Academic Intervention Services (AIS): students receive twice weekly targeted reading and literacy instruction • Academic progress outreach to families is translated; academic events 	<p>In addition to our current efforts, we have invested in a learning management system and mass notification system that enable families to engage with content in the language they're most comfortable with.</p>

	<p>ensure bilingual translation</p> <ul style="list-style-type: none"> • East Harlem Scholars Academy hosts workshops for families to share strategies in language development 	
Students with Disabilities	<p>To serve the needs of Students with IEPs, we provide:</p> <ul style="list-style-type: none"> • Student Support Services Coordinator works with Operations Associate to ensure immediate services are provided for new students with IEPs • One ICT classroom per grade to ensure that the Collaborative Co-Teaching model includes at least one certified Special Education teacher to best service students' individual needs • Student Support Services Coordinator facilitates weekly planning period for Special Education teachers to plan targeted support lessons and provide accommodations to general education lessons • Student Support Services Coordinator attends Instructional Leadership Team meetings to engage in data analysis and action planning specific to students with IEPs • Data Specialist tracks progress of students 	<p>We've added to our inclusive learning leadership team with two network positions who will work to ensure all services are delivered at a high quality across campuses and age groups, ensuring a consistent experience for families of students with IEPs.</p>

	<p>with IEPs on benchmark exams to increase teachers' capacity for targeted data action planning</p> <ul style="list-style-type: none"> • Academic Intervention Services (AIS): <p>students receive twice weekly targeted reading and literacy instruction</p> <ul style="list-style-type: none"> • Restorative justice model matches instructive discipline to students' socialemotional learning goals • Paraprofessionals provide targeted support to students with individualized academic and social-emotional goals • Daily Academic and Social-Emotional progress reports shared with families to track student-specific goals 	
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Entry 12 Percent of Uncertified Teachers

Incomplete

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Entry 12 Uncertified Teachers

School Name: EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II 310400861046

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 13 Organization Chart

Incomplete

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

Entry 14 School Calendar

Completed Jul 31 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

[FamilyCalendar_SELEMMID_070720](#)

Filename: FamilyCalendar SELEMMID 070720 XvX9692.pdf **Size:** 67.5 kB

Entry 15 Links to Critical Documents on School Website

Incomplete

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: East Harlem Scholars Academy II Charter School

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Most Recent Lottery Notice Announcing Lottery	
5. Authorizer-Approved DASA Policy	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	
9. Link to School Reopening Plan	

Thank you.



Entry 16 COVID 19 Related Information

Completed Jul 31 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are

encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: East Harlem Scholars Academy II Charter School

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	453	453	453

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participants

		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota															0
I															

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS

Please provide the full name of **ANY and ALL** instructional and non-instructional employees and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: _____
2. Trustee's name (print): DAVID WILDERMUTH
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____



8. Is Trustee an employee of the education corporation? ___Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
Please write "None" if applicable. Do not leave this space blank.			
		NONE	

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

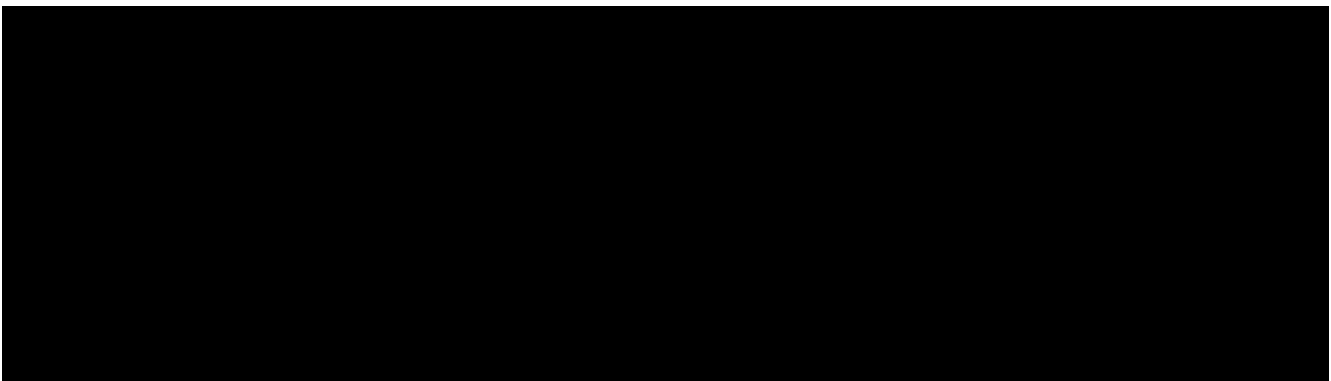
Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
			None	

Don Wald
Signature

7/8/2020
Date

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: _____ East Harlem Scholars Academies _____
2. Trustee's name (print): _____ William Rahm _____
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____ Chairman of the Board of Trustees _____



8. Is Trustee an employee of the education corporation? _____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				



Signature

7/13/2020

Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Scholars Academy
2. Trustee's name (print): Hope Knight
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Vice Chair

8. Is Trustee an employee of the education corporation? ___ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

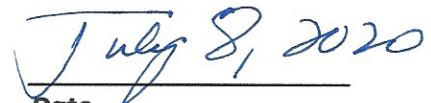
Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<u>None</u>	<u>None</u>	<u>None</u>	<u>None</u>

Please write "None" if applicable. Do not leave this space blank.

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
None	None	None	None	None


Signature

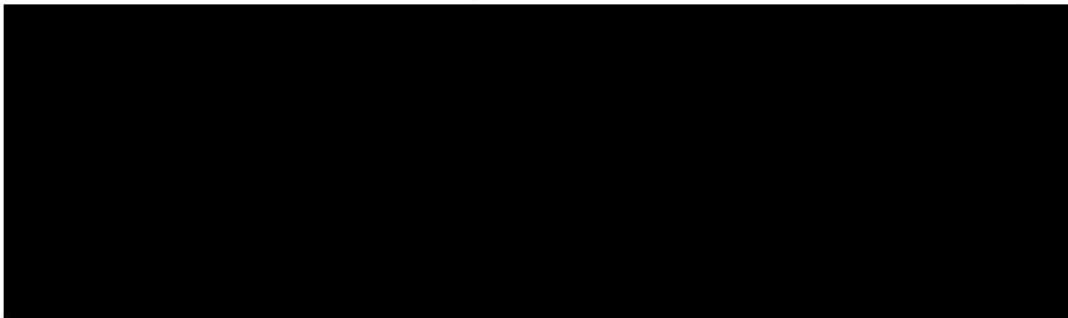

Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: East Harlem Scholars Academy
2. Trustee's name (print): Marilyn Simons
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

Member of the Board of Trustees




8. Is Trustee an employee of the education corporation? ____ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				


Signature

July 8, 2020
Date

East Harlem Scholars Academies Board of Trustees Meeting
September 24, 2019
Meeting Minutes

Trustees Attending In-Person: Iris Chen, Brian Gavin, Hope Knight, Lili Lynton, Carlos Morales, Joan Solotar, Saskia Levy Thompson, David Wildermuth

Staff Attending: Avi Crawford, Jeff Ginsburg, Efrain Guerrero, Karen Harris, Robert S. Harvey, Nyasha Manigault

I. Welcome

Joan Solotar called the meeting to order and welcomed everyone to the meeting. A quorum of directors was present, and the meeting having been duly convened was ready to proceed.

II. Consent Agenda

At 8:20am, Iris Chen called for a motion to approve the consent agenda noting all of the items it contained. Joan Solotar and Saskia Levy Thompson seconded the motion and the motion passed unanimously.

III. Governance Update

Efrain explained to the board the need to update the Scholars by-laws to match the Scholars Financial Policies & Procedures that was approved in June. The two changes include: the permission by those outlined in the Financial Policies & Procedures to sign checks on behalf of Scholars Academies, and an increase in the dollar amount of checks requiring two signatures from \$5,000 to \$10,000. Joan motioned for the board to approve the update to the Scholars board by-laws. Brian Gavin seconded the motion and it passed unanimously.

IV. Scholars Education & Accountability Update

Saskia Levy Thompson introduced Robert S. Harvey and the Scholars team by thanking them for not only sharing data, but really sharing the stories behind the data and making it real for everyone. She also encouraged all Trustees to remember that tests and not an absolute measure of our failure or success.

Rob began his update with an update on enrollment. Across the network, enrollment gets better everyday. All schools are within 3 to 5 students of their target enrollment numbers. On average, our current student make up consists of 68% from East Harlem, 2% from the rest of Harlem, 20% from the Bronx and 10% from other parts of Manhattan. This is an interesting topic we can come back to in further months.

Rob continued his presentation with more information on the Principals and how they work together. Principals who have the same grades have begun having meetings together to really lean on each other for moving forward. We are working with principals to help them align

objectives, activities and assessments. 50% of Rob's time has been co-teaching with Mo and Des. They are pushing into each classroom twice a week checking to see these alignments in planning. 25% of Rob's time is being spent revising the guided reading approach. Our original approach was over scaffolded and we have to return to simplicity. Another 25% of Rob's time is being spent making connections between content and the real world. We must get to a stronger why for students besides "you need to learn this" or "it will help you in the future."

We spent a long time in August during Build Days with teachers focusing on how to tier lesson plans. Our revised lesson plan template is a lot longer, but it is much simpler than the old model. Lili Lynton asked how teachers are responding to the change. Rob replied that 10% of teachers were thrilled, while the others felt like it was more work than they signed up for. Our 3-4 year veteran teachers were using practices that were not effective for students. They have been videoed twice a week and we are unpacking that during the Friday Professional Development sessions. This has shown teachers the need for the improved lesson plans. Iris asked about the lack of content knowledge for teachers. Rob replied that we have departmentalized 3rd and 4th grade, so teachers can own their content subject and do extremely well in that area.

A lot of the work we are doing with the elementary schools we are doing with middle schools. A big change is that we were not using a pre-written curriculum at SMid. Our teachers were not the strongest curriculum writers and we needed a standard to be used. At SMid II, the new principal, Rhonda, is a content and execution master. Her biggest work area is inviting students in emotionally and SEL work. We are in hallways more at SMid II as culture continues to be a pain point.

For all of our principals, we are trying to balance our anti-racism work with rigorous instruction. Being anti-racist does not mean a lower lift for scholars. The way to see this in the classroom is usually lowering the bar academically, but we are pushing principals to see that setting high bars is still anti-racist. We are starting to see that needle move and embrace the new model. It is fundamentally anti-racist to do this level of planning for the child you are taking charge of.

v. Fund Development & External Affairs Update

Jeff began the Fund Development update by explaining that we had our first major shortfall in revenue during his tenure and it got worst at the end. In closing FY19, we had \$1M less than we thought we would. This was due to changed in both expenses and revenues from FY18. With recommendations for our consultant CCs, we have made a shift to focus on individual giving, including ramping up the development team. This year we need to keep up with the individual dinners and meetings that that the board can support on.

While we did cut some staff, we also didn't fill open positions which has been hard on Rob as a fairly new leader. Jeff mentioned that we had our first layoffs since he first began. While considering these changes we focused on impacting teaching and learning the least. We have decided to cut the senior team role of COO.

VI. Finance Update

Karen began her update by providing an update on FY19. While we ended FY19 with a \$1M deficit, the schools are on the way to being self sustaining and operate completely on public funds. This was the first year since Karen has worked at EHTP that we did not have to put capital campaign dollars into Scholars.

In response to our final revenues from FY19, we decided the development targets were a bit too high for FY20. In order to keep our budget projection equal to what was presented in June, we have also decreased about \$800,000 in expenses. Those cuts came from both non-staffing and staffing changes at EHTP & Scholars.

In our revised budget for FY20, we are expecting a surplus at Scholars. Our expected overall FY20 projected deficit of \$122k is better than the \$180k we projected at the June board meeting.

VII. Public Comment

There was no public comment.

The meeting was adjourned at 9:08AM.

East Harlem Scholars Academies Board of Trustees Meeting
November 26, 2019
Meeting Minutes

Trustees Attending In-Person: Iris Chen, Brian Gavin, Lili Lynton, Carlos Morales, Marilyn Simons, Joan Solotar, David Wildermuth

Trustees Attending via Video: Saskia Levy Thompson

Staff Attending: Brandon Clark, Avi Crawford, Jeff Ginsburg, Susan Gonzowitz, Efrain Guerrero, Karen Harris

I. Welcome

Joan Solotar called the meeting to order and welcomed everyone to the meeting. A quorum of directors was present, and the meeting having been duly convened was ready to proceed.

II. Finance Update

Karen began by providing an update on the clean audits from FY19. There were no management recommendations and we have met all of the covenants for the new market transaction and Goldman loans.

All of the schools are currently on budget except for Scholars Elementary where half of the grades do not receive a rent credit. Across the board, we are doing much better than anticipated on salaries and benefits.

The schools seems to be becoming self-sustaining. If you look at the revenues per student, we are receiving \$24,000 per student and the cost per student we are incurring is \$23,600. This is the first time in the history of the school we have been able to have a surplus instead of a deficit.

Brian Gavin called for a motion to approve the FY19 Scholars Academies Financials. Joan seconded the motion and the motion passed unanimously.

III. Consent Agenda

Iris Chen called for a motion to approve the consent agenda noting all of the items it contained. Lili Lynton seconded the motion and the motion passed unanimously.

IV. Scholars Education & Accountability Update

Saskia Levy Thompson began the Education & Accountability committee update by summarizing the committee's call the week prior. The call focused on all of the amazing work Dr. Rob Harvey & Sarah Caney have done to strengthen our underlying philosophies and push forward the issues of our network. All of the moves Rob will explain keep us on brand with Scholars and

EHTP and we are excited to see where the team takes us.

Rob began his presentation with current enrollment numbers. Scholars Elementary II is only 10 students away from their target enrollment number. The High School has met and exceeded their enrollment goal. This has been one of the lowest years for withdraws as we have created a strong family culture and engagement strategy from principals and staff. Our waitlist is continuously strong and we are backfilling until Dec 2.

About 68% of our students are coming from East Harlem, with the second largest group coming from the Bronx. We are going to dive into that data aggressively in the next few months. For our Bronx students, we want to figure out did our students start with us & then move north or is something else occurring? You will hear about our neighborhood research in the next few months.

There will be more information in January about our expansion of the Teaching Residency into the schools. We are going to double our teaching residency and add a cohort of 16 that will receive a SpEd certification. A large portion of our teachers are not SpEd certified, so they do not have the content knowledge to tackle our students with high IEP needs. We are essentially developing an internal pipeline to serve our need for highly effective SpEd teachers. The new model will also be a cost saver. Currently in K-5, one classroom can cost us \$190-200k in salaries and benefits. Our newly proposed model of one lead teacher & one teaching resident will save us \$396-400k a year. In January, we will walk through the models in more detail. The Education & Accountability committee gave some great warm & cool feedback that we will sit with as we create the final plans and begin recruiting.

Student and staff culture across the network has improved drastically. At Scholars II, we see that everything is on track or coaching. Scholars Middle School is currently our biggest place of concern. We have stopped all programing outside of instructional time to dive into resetting that culture. We are trying to balance the behavior between being out of class and achievement in class.

With the High School, we did our first GPA analysis. What we are seeing is a bell curve, but being an anti-racist organization we do not want to see this strong of a bell cure. We need to do grade norming and work with the teachers to balance high levels of rigor and compassion for students.

We have collaborated with ANet, one of the strongest, nationally normed interim assessments. We were using Edvista before and told them what we wanted to assess. ANet tells us what we should be teaching and telling us the benchmark. For the first time we have nationally normed and rigorous data to compare ourselves to.

V. Public Comment

There was no public comment.

The meeting was adjourned at 8:13PM.

East Harlem Scholars Academies Board of Trustees Meeting
October 29, 2019
Meeting Minutes

Trustees Attending In-Person: Hope Knight, Carlos Morales, Marilyn Simons

Trustees Attending via Video: Iris Chen, Lili Lynton

Staff Attending: Sarah Caney, Avi Crawford, Jeff Ginsburg, Efrain Guerrero, Karen Harris, Robert S. Harvey, Nyasha Manigault, Tammy Myers

I. Welcome

Jeff Ginsburg called the meeting to order and welcomed everyone to the meeting. A quorum of directors was present, and the meeting having been duly convened was ready to proceed.

II. Consent Agenda

At 8:30am, Iris Chen called for a motion to approve the consent agenda noting all of the items it contained. Hope Knight and Marilyn Simon seconded the motion and the motion passed unanimously.

III. Finance Update

Karen began her update by providing an overview of Scholars revenue over the years and how things would look if we never added funding from the first capital campaign. With that addition, Scholars is now well on its way to becoming self-sufficient. We will have \$4.5 mil in our operating reserve by the end of 2021.

The audits have gone well and final financials will be released by the next board meeting. The BTQ implementation is going well, but is very time consuming and lots of hard work for the finance team right now.

IV. Scholars Education & Accountability Update

Rob Harvey began his update by thanking the board for coming to the high school. Sarah Caney, Deputy Superintendent, was highlighted for all of her work as a principal mentor.

Tammy Myers, High School Principal, then began by demonstrating a few projects that the high school students have been working on based on *The House on Mango Street*. Students created a book that includes a biography about themselves as a way to express connection to the literature. Students read the text and analyzed opinions on the text (what do others say about it) as they would in a college setting. In order to get all of our students to this text analysis process quicker, ANet (our interim assessment provided) has adjusted the middle school curriculum.

Some beginning of year High School highlights include: we have surpassed enrollment (117 students) with an average attendance of 95%, we have begun many of the extracurricular activities students have asked for, and teacher coaching at the high school has been going extremely well with Sarah and Tammy. In a recent extracurricular survey completed by students, culinary and coding were the two most popular requests.

Tammy continued the update with information on differentiated instruction and how teachers present information in different ways to many of our students who learn best in different ways. A Trustee asked if differentiated learning happens across the population and Tammy responded that yes, our average teaching experience is about 5 years and they are very well equipped to assess how many students are following a lesson or not at any given time.

Two ninth graders joined the meeting to give more insight into their experience the last few months at the High School. The common themes were that: teachers push you to do and be better, teachers also choose good and interesting texts that relate to students (e.g. *House on Mango Street*), there are interesting projects where students create their own civilizations and rules, many students like basketball and are able to try out for the Life Sciences team, with the guiding principles of love, liberate and heal advisors makes sure all students participate and express their feelings and concerns. Students were asked questions from the Trustees including a question on future career aspirations, which once students replied he is interested in marketing and public speaking, and the other is interested in counseling and social work. When asked what advice you would give to middle school Scholars, they students replied to have them focus on things inside the classroom to keep grades up although there are always forces outside the classroom that may impede that.

V. Public Comment

There was no public comment.

The meeting was adjourned at 9:15AM.

**East Harlem Scholars Academies Board of Trustees
Meeting Minutes
February 4, 2020**

Trustees Attending In-Person: Brian Gavin, Hope Knight, Lili Lynton, Carlos Morales, Marilyn Simons, Joan Solotar, Saskia Levy Thompson

Trustees Attending via Phone: David Wildermuth

Staff Attending: Avi Crawford, Jeff Ginsburg, Karen Harris, Robert Harvey, Nyasha Manigualt

I. Welcome and Introductions

Joan Solotar called the meeting to order and welcomed everyone to the meeting. A quorum of directors was present, and the meeting having been duly convened was ready to proceed.

II. Consent Agenda

Lili Lynton called for a motion to approve the consent agenda noting all of the items it contained. Saskia Levy Thompson seconded the motion and the motion passed unanimously.

III. Finance Update

Karen began by providing a budget update on the Scholars network. We are exceeding enrollment targets at all schools except at Scholars Elementary, but we are saving in salaries which makes up for that decrease in funds. We are currently over budget in curriculum and building maintenance which is being offset by projected \$300,506 surplus.

Rob added that with enrollment budgeting for all schools, we budget for lower enrollment, with a hope to over-enroll. Jeff added that as we figure out our cost sharing, and with the SUNY renewal this year, we must make sure that the Schools show no deficit which is exactly how things are looking.

As we have saved on salaries across Scholars, Rob has had the budget to do some of the larger projects he is envisioning including the curriculum updates.

For the EHTP & Scholars shared services agreement, we want to change to a flat fee. Right now we are taking percentages of everyone's time and salary and it is the most complicated model SUNY has ever seen. Historically at Scholars we have been at about 9.8% of revenues. This is on the low end of what we tend to see with charter networks. SUNY has told us that the fee is usually 10-15%. We kept these numbers low in the early years because the schools couldn't afford it, but now that Scholars is in a better

financial position, we are able to increase the flat fee. The Finance team will calculate numbers and run the scenarios to then take to the integration committee.

IV. East Harlem Scholars Academies Report

Rob began his update with changes to the structure of the Network Leadership Team. We need to do a better job of supporting our students with IEPs and have made a decision to scale out inclusive learning to the network level that includes an elementary and secondary role. We have also added a Deputy Superintendent of Early Learning role to support the full view of PK - 5th grade.

The Managing Director of EHTR, Susan Gonzowitz, will also report to Rob now. Our residents are very successful with their culture and teaching pedagogy and we will now make sure that is a part of the development of teachers at Scholars Academies. Residents currently only spend 12-14 hour a week in the Academies, but this change will allow them to participate in professional development with us and have families get to know them.

Desree Cabrall-Njenga (Des) will be transitioning from her role as the Principal of Scholars Elementary II and taking on the role of Deputy Superintendent, Early Learning as of July 1st. Her background in elementary education and knowledge of the network will allow her to be very successful.

Haley Hemwall is the Dean of Inclusive Learning at Scholars. The way we graduate scholars off of IEPs here is unlike anything in CSD4 because of her work. She will be the Network Director of Inclusive Learning for elementary students.

Anthony Grant will become Principal of Scholars Elementary II. He is the current Assistant Principal at Scholars Elementary II and was hired to be Des' successor. The families are very excited about this change.

Rob explained that the average length of a principal's tenure is about 3-5 years with a possibility of 7 years. When you add turnaround to that, it gets even smaller. KIPP does a 6 year bonus for principals because it is so hard to keep them after that fifth year.

Maureen Yusuf Morales (Mo), our founding principal here at Scholars Middle School, will be transitioning out of her role. After 9 years of founding work, she will be taking a professional rest. SMid will now be a full turnaround school. Currently at SMid we have been doing a soft reset around student culture. Teachers currently have PD after school Monday-Thursday. We have seen large growth across culture. We are now resetting a lot of the academic instruction. Our goal is now to align both of our Middle Schools with our partner ANet. We have a couple of internal candidates and we hope to have them partner with the AP and Mo the next couple of months to really have the change be strong.

We are a few days away from our renewal application being due to SUNY. The board meeting will be March 3rd and be 1.5 - 2 hours long. The on school site visits will be March 5th-6th and they will vote on June 11th. The options for renewal are 5 year, 3 year or no renewal. We can at max get a 3 year, as they want to align us with SII. SUNY may also be moving forward with only giving out 3 year renewals. We wanted an authorizer with the highest bar, so SUNY has been great partners and have given us great feedback. SUNY is really helpful in hearing your plan and thought process although schools may be struggling.

We are adding additional sections of Pre-K at each of our campuses. 54 students at JREC and 52 students at 2050. There was a 37% higher score for reading for students in kindergarten who were with us in Pre-K and there is major demand across the two sites. We started the year over enrolled, but families have since moved.

We are opening a second pathway across our residency for SpEd 3rd-5th grade. It's a 2-year program (28 months). Year 1 they will be Assistant Teachers and Year 2 they will be co-lead teachers. The Sisters of Harlem will be offering an entire brownstone for our Residents. \$1200 for rent, utilities, wifi, laundry. We are removing the economic barrier for teachers of color to enter the field.

We are finally implementing curriculum across the elementary level (Wit & Wisdom, Eureka Math, PhD Science). The new curriculum is heavily text based. Scholars will be using text to respond to questions and learn to analyze text. If you can close the knowledge gap for students, they can achieve more.

V. Public Comment

The meeting was adjourned at 9:19am.

East Harlem Scholars Academy Board of Trustees Meeting
Board Meeting Minutes
April 28, 2020

Trustees Attending: Iris Chen, Brian Gavin, Hope Knight, Lili Lynton, Carlos Morales, Marilyn Simons, Joan Solotar, Saskia Levy Thompson, David Wildermuth

Staff Attending: Sarah Caney, Avi Crawford, Jeff Ginsburg, Susan Gonzowitz, Karen Harris, Robert S. Harvey, Nyasha Manigault

I. Welcome

Joan Solotar called the meeting to order and welcomed everyone to the meeting. A quorum of directors was present, and the meeting having been duly convened was ready to proceed.

II. Consent Agenda

Iris Chen called for a motion to approve the consent agenda, which was seconded by Brian Gavin. The motion passed unanimously.

III. Education & Accountability Update

Dr. Robert S. Harvey began the Scholars Academies update with information on how our digital learning has been going. Rob provided a few videos and examples of how students are interacting and learning in digital spaces.

Overall as a network during these last five week, we have averaged an 80% attendance rate. Our attendance is based on Scholars engaging in a class for at least 50% of the time during the day and having completed all independent work assignments by Thursday. All of our classes have a live stream component. While it is not every day, all Scholars will see their teacher live at some point during the week. As not all of the instruction is live, there is no typical day for Scholars. They have enough material to be engaged for about 5 hours a day, so we thought that was a good medium from a traditional 7-hour day. Teachers are in their huddles beginning at 8:30am and typically ending their day at about 4pm. Our teachers are working a full day as they have office hours, they are answering questions, responding to emails, grading, and live teaching. Our goal was continuity. We wanted to make sure they we are offering families as best as possible much of the social-emotional and teaching support they would receive if we were live.

We have been surveying Scholars about every other week to get feedback and so far, the schedule has been received well because there is a balance between live instruction and recorded so you can do a lot of independent work. The older grades like high school and upper middle school are mostly self-guided, so there are live components, but we are not expecting them to watch live video every day.

For FY21 enrollment, we made an intentional decision to keep our lottery on the original date scheduled, which was April 2nd. SUNY, our authorizer, did allow us to change our lottery and many of our colleagues and collaborating organizations did. Many moved their lotteries to May under the assumptions that everyone would be back in building to be able to do that traditional lottery, but seeing the state of COVID we decided to move forward with our original date. We had many recruiting efforts in the beginning of 2020 that have proven to be successful. At Scholars Academy we are already 100% enrolled in first, fourth, fifth, sixth, eighth, and tenth grades. We are pacing well in PK as that number is already up from when I collected this data yesterday, so we are constantly moving in the right direction of hitting our target. For Scholars II FY21 enrollment, while only two grades are at full enrollment, from first through sixth grades we are all at the 90% mark, which is outpacing where it has been in previous years at this time. Some of that is due to new enrollment, but a lot of it is due to the significant culture and teaching and learning work that has been done by Des Cabrall-Njenga, the outgoing Principal, and Anthony Grant, the current Assistant Principal who will be assuming the role of Principal. Their joint efforts at SII Elementary have really contributed to our families feeling supported and wanted to continue their journey with our organization, so we are excited about these enrollment numbers. The numbers we are actively working on is PK at SII and ninth grade at our high school. We are assuming that 86 of our current eighth graders will continue on with us for ninth grade. That is an aggressive number as there are many families, in the midst of the current state of the nation, who are relocating, moving back abroad or trying to navigate what they want their child's high school experience to look like. We are looking at another year where 20-30% of our ninth grade class comes from other schools and networks.

We have been approved for our additional sections of PK on each campus, so we will have 108 students in our PK program across the network. This is very exciting as our PK data has been very strong. When you look at our PK students who transition into our kindergarten, they are 37% more proficient in reading and math than students who did not attend our PK program. We are excited to continue to build that pipeline of students who are K ready because being K ready is a significant indicator for being on track for grade level by third grade. This is the foundation we need to move into 3K.

Saskia Levy Thompson asked how we are responding to the Mayor's cuts to education and PK specifically. Rob confirmed that East Harlem is currently not one of the locations considered in the scale back.

Susan Gonzowitz began her teaching residency update by announcing that we are pausing the general education pathway for FY21 and moving to only a special education, 2-year residency model. We have been evaluating whether or not a general education certification is worth continuing. The new special education cohort will serve in the academies as support teachers in our second through fifth grade classes, replacing the co-teaching model as planned. They will also run our out-of-school-time programming for both the academies and our district partner, Regardless of what financial streams come in, we know will be able to offer our student facing elementary services using our residents. This model of a special education lead teacher and

special education teaching residents allows us to center the needs of our special education students in the hopes of transitioning them off of IEPs before they begin high school.

High level on PK virtual learning, our teachers have tried as best as possible to replicate that morning moment through fun, interactive, and thematic sing-a-longs and stories. We are focused on literacy support. When we are pushing screen time for students we make sure we focus that time on literacy. On the PK front, compared to other grades, teachers are having daily conversations with families and students. During a family town hall, families have emphasized their thankfulness for the communication, the over communication and the continuous support of Scholars without breaks. Even when we honored Spring Break for our own staff we uploaded a week's worth of content, so that families could continue instruction at home while our staff was recharging after four weeks of digital learning. Our grows have been centered on balancing the delivery of quality instruction, warm engagement and visual engagement. What the human body was able to do in person, now we have to pull it off on screen. Both of our elementary principals have done exceptionally well leading these spaces.

Lili asked a question as to how we are serving our students with IEPs. Rob assured that we have actually been meeting all of the mandates of IEPs with 1:1 sessions, small group intervention and really allowing all of our adults in the community to be focused on supporting Scholars with IEPs. During a traditional school day, while there might be 50 adults in a building, only about two thirds are actually doing academic instruction and sometimes only half of those adults are doing academic instruction. Now in digital learning, everyone is focused on the teaching and learning work. Scholars who traditionally would not have gotten a lot of small group or 1:1 instruction are now experiencing that mandate on their IEP being met with a high level of fidelity, as we have more human capacity to do that work. We are investing in a lot of digital software as we are using adults who are not traditionally academic. A chaotic, digital world is what pushed us into the space of meeting so many of our Scholars IEP mandates as it freed up human time and capacity.

Sarah Caney provided an update on our middle and high schools virtual learning. Our attendance at both middle schools and the high school trend between 86-95%. There is also consistent family council attendance and high response rates for progress reports. Our high school curriculum, reDesign, has modules designed for virtual learning and Professional Learning Communities (PLCs) meet virtually to maintain pacing guides. In our middle school, inclusive learning small group interventions happen twice a week and at our high school, there are office hours twice a week. As the regents exams are not happening this year, we have focused on grading on three categories: progressing, developing and not progressing.

IV. Finance Committee Update

Karen Harris began the Finance update with a FY2020 overview. Scholars Academies has projected a \$389k surplus. We actually are going to have about \$1M surplus. This is primarily because we have contained costs. Our expenses are down due to staffing vacancies that Rob

purposefully did not fill as he reimagined the staffing model. The closing of our sites in mid-March have saved \$250k. These savings allowed us to spend more than budgeted on curriculum.

There are two programs through the CARES Act that we have applied for: the Paycheck Protection Program (PPP) and the Economic Injury and Disaster Loan (EIDL). The PPP loan will turn into a grant if the money is used properly, which is 75% for payroll and the rest on rent and utilities and you have to spend it before June 30th. We are applying due to the economic uncertainty resulting from likely State and Federal budget cuts to education and a further reduction of the per pupil rate. The applications are currently with the SBA. The EIDL loans are 30 years loans at approximately a 2.75% interest rate. In terms of our current debt position, we are at \$0 for Scholars.

Given the current crisis and the budget of the state, our per pupil funding overview has changed. We had been given initial guidance of a 5.5% increase in per pupil funding. We are now expecting funding to be flat. We are assuming \$16,112, which is slightly lower than what we got this year. We are also expecting facilities assistance to be flat which greatly affects the high school financing model and how much debt we can take on.

Lili asked about the financing of the Residency, which is fully supported by Scholars now.

For FY21 budgeting, we have cut a lot of non-personnel costs and we will be finalizing those changes in the next few weeks to present to the board in June.

We will not be providing any in-person sessions this summer, but we are working to figure out what our virtual program looks like. Jeff spoke about how appreciative he is of Rob, Mel and Susan and the approach we are taking on holding students back. In our three tiers: passing, progressing, not progressing. All of our progressing and not progressing students will have individualized plans as we go into our summer session.

Joan thanked the Board and the meeting was adjourned at 9:25am.

**Middle and Elementary School Family Calendar
2020-2021**

Jul 20						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
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Aug 20						
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Sep 20						
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May 21						
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Jun 21						
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Notes & Holidays	
8/24/20	First Day of School - HALF DAY
9/7/20	Labor Day - NO SCHOOL
10/2/20	All-Academies 6-Week Step-Back - HALF DAY
10/2/20	Indigenous Peoples' Day - NO SCHOOL
11/3/20	EHTP All-Staff Summit - NO SCHOOL
11/11/20	Veterans Day - NO SCHOOL
11/20/20	Teacher Data Day 1 - All Virtual Learning
11/24/20	Community Feast - Student Half Day
11/25/20 - 11/27/20	Thanksgiving Break - NO SCHOOL
12/3/20	Family Conferences - After School
12/4/20	Family Conferences - NO SCHOOL
12/21/20 - 01/01/21	Winter Break
1/15/21	All-Academies Professional Development - All Virtual Learning
1/18/21	MLK Holiday - NO SCHOOL
1/29/21	Day of Service/All-Academies PD - HALF DAY
2/15/21 - 2/19/21	Mid-Winter Break - NO SCHOOL
3/18/21	Teacher Data Day 2 - All Virtual Learning
3/19/21	EHTP All-Staff Summit - NO SCHOOL
3/25/21	Family Conferences - After School
3/26/21	Family Conferences - NO SCHOOL
4/2/21 - 4/9/21	Spring Break - NO SCHOOL
4/20/21 - 4/22/21	NYS ELA Test
5/4/21 - 5/6/21	NYS Math Test
5/28/21 - 5/31/21	Memorial Day - NO SCHOOL
6/16/21 - 6/18/21	Regents Testing Days
6/18/21	Juneteenth Holiday - NO SCHOOL
6/25/21	Last Day for Students and Staff

	Pre-Build Days - New Staff Only (No Students)
	Build Days - All Staff (No Students)
	No School - Professional Development
	Half Day (1 00 Dismissal)
	No School - Holiday
	Data Day - All Virtual Learning
	State Testing
●	Family Conferences (Evening)
●	No School - Family Conferences
	Start Date (Half Day 1 00 Dismissal)
	End Date (Half Day 1 00 Dismissal)
☞	End of Trimester

Total Student Days 185